SADSEM

Southern African Defence & Security Management Network

A gender review of SADSEM's executive short courses on defence and security

Edited Proceedings of a workshop held at
Golden Peacock Hotel, Lilongwe, 27th – 28th August 2013

MZUZU UNIVERSITY
SELF RELIANCE SERVICE PERFECTION

DCAF

DCAF
a centre for security,
development and
the rule of law

SADSEM

Southern African Defence & Security Management Network

The Southern African Defence and Security Management (SADSEM) Network offers common programmes at tertiary education institutions to contribute to democratic management of defence and security in Southern Africa, and to strengthen peace and cooperative security. Visit us at: www.sadsem.org

Author: George Abel Mhango

Editor: Misheck Chirwa

Designed by Pebble Creative Works, Mzuzu, Malawi

Produced by Mzuzu University Press, Mzuzu, Malawi

Printed by Capital Printing Press, Lilongwe, Malawi

TABLE OF CONTENTS

ACRONYMS

AU	African Union
CDSM	Centre for Defence and Security Management
CSS	Centre for Security Studies
DCAF	Democratic Control of the Armed Forces
MHRRC	Malawi Human Rights Resource Centre
RPTC	Regional Peacekeeping Training Centre
SADC	Southern African Development Community
SADSEM	Southern African Defence and Security Management
SSR/T	Security Sector Reform/Transformation
UN ECOSOC	United Nations Economic and Social Council
UNFPA	United Nations Population Fund
ZPSP	Zimbabwe Peace and Security Project

SADSEM NETWORK PARTNERS

Angola	Centro de Estudos Estratégicos de Angola (CEEA)
Botswana	Centre for Strategic Studies , Department of Political and Administrative Studies, University of Botswana
Malawi	Centre for Security Studies (CSS), Mzuzu University
Mozambique	Centre for African Studies, Eduardo Mondlane University
Namibia	Department of Political and Administrative Studies, University of Namibia
South Africa	Centre for Defence and Security Management (CDSM), University of the Witwatersrand
Tanzania	Centre for Foreign Relations (CFR)
Zambia	Department of History, University of Zambia
Zimbabwe	Centre for Defence Studies (UZ-CDS), Department of History, University of Zimbabwe

INTRODUCTION

SADSEM held a workshop in Lilongwe on 27th and 28th August 2013 in order to undertake a gender review of its executive short courses. This workshop followed on the heels of the 2012 SADSEM-DCAF Security, Defence and Gender Training and Education Workshop which was hosted by the Centre for Strategic Studies at the University of Botswana in Gaborone[1] where preliminary work was done to review four SADSEM executive courses namely Security Sector Governance, Civil-Military Relations, Parliamentary Oversight of Defence and Security, and Managing Multinational Peace Missions.

The workshop was further motivated by recommendations made at the Gender Review Workshop of SADSEM's academic programmes at the University of the Witwatersrand[2] in June 2013 that SADSEM needed to consider developing a stand-alone executive short course on Gender and Security in order to bring the subject of gender centre-stage in the defence and security training. Therefore, the Centre for Security Studies (CSS) at Mzuzu University, in partnership with DCAF, organized this workshop for SADSEM members under the auspices of the 2010 SADSEM and DCAF Memorandum of Understanding on Gender Training and Education Capacity Development.

The workshop sought to achieve the following objectives;

1. To validate a draft outline of a new executive course on Gender and Security
2. To consolidate input and finalize gender review of two existing executive courses namely Security Sector Governance, and Parliamentary Oversight of Defence and Security
3. To share lessons and experiences in the delivery of gender-related training and education in the security sectors of Southern Africa.

The workshop brought together academics and gender experts from Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe. The workshop offered a unique platform for developing unique training programs that would add value to the management of security sectors of the Southern African region. Participants devoted time to more practical exercises that led to consolidated reviews of the executive short courses.

---

[1] See workshop report on www.sadsem.org/?m=201304
[2] See workshop report on http://sadsem.org/?p=506

SADSEM

Gender Review of Executive Short Courses

OPENING SESSION

Brigadier General Misheck Chirwa (rtd), Coordinator of SADSEM, welcomed all participants to the workshop. He reiterated the purpose of the workshop and invited participants to deliberate openly on the issues before them. He further emphasized the practical nature of the tasks ahead of the participants and hoped that the workshop would be successful in achieving its objectives. Brigadier General Chirwa (rtd) drew the attention of participants to the SADC Gender Protocol which, as sub-regional gender architecture, offered insights about the state of the region and the attendant issues that could serve as inputs in the review of SADSEM's defence and security training programs. He stressed that SADSEM had a very important role in the implementation of the SADC gender protocol owing to its superior academic and training programs in defence and security. He finally wished all participants a fruitful two days of discussions.

SESSION 1: EXPERIENCES OF GENDER AND SECURITY TRAINING WITHIN SADSEM

During this session, participants took time to share experiences of gender related trainings in their respective institutions.

Angola

Mr Jorges Cardoso reported that the Centro de Estudis Estrategicos de Angola (CEEA) had no courses on gender and security. However, the Centre was working on a strategic partnership with Lusiada University of Angola under which the CEEA would be able to operate as an academic think tank and a training institute. This would provide an opportunity for CEEA to design and run more specific courses on security and gender.

Lesotho

Dr Motlamale Kapa informed the meeting that the National University of Lesotho was relatively new to the Defence and Security programming and this workshop was a learning opportunity. He informed members that his University was ready to embark on defence and security training through the capable assistance that would come from the SADSEM network.

Malawi

Brigadier General Misheck Chirwa (rtd) informed the workshop that there were quite a number of departments at Mzuzu University that offer gender courses. But the Centre for Security Studies introduced a specific course on gender and security. The course is in its pilot phase and would be fully implemented upon approval of a new curriculum of Bachelor of Arts

Security Studies by the University's Senate. With respect to clientele, Brigadier Chirwa (rtd) observed that academic programs at the Centre had a low female student enrolment and this is reflective of institutional bottlenecks that women were facing when they attempt further education and training.

Experiences in the security sector indicated that there was an attempt to integrate gender in all institutions. For instance, the Malawi Defence Force started recruiting women in 1996 and the highest ranked woman officer at present is a Major. With respect to training programs, the Centre had offered gender modules in two executive courses between May and September 2013. The courses, Parliamentary Oversight of Defence and Security and Security Sector Governance, received good reviews. However there was need to harmonise the content and improve the module in future offerings.

Mozambique

Dr Antonio da Gaspar informed the participants that the Centre for Strategic and International Studies at the High Institute for International Relations (ISRI) covers gender modules in its Security Studies and International Relations courses. He also indicated that the Centre will be recruiting more researchers some of whom will be assigned to research in gender and security.

Namibia
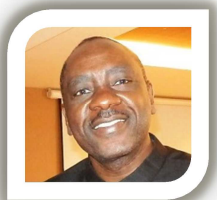
Dr Vincent Mwange informed the meeting that the Postgrad Diploma and Master of Arts in Strategic and Security Studies curricula at the University of Namibia did not have a significant gender component and hence needed review. However, two courses on the Postgrad Diploma benefited from the gender review of SADSEM's academic programs that took place at the University of the Witwatersrand in June 2013. These included National and Human Security, and Strategic and Management Studies.

Dr Mwange further informed the workshop that there were very few women on these programs. He also informed the workshop that although the Namibian Ministry of Defence had a training policy that encouraged women participation in these academic programs, not many met the entry requirements as most of them were of low rank. The minimum entry point for the programs was the rank of Major. But this could be an opportunity for SADSEM to meet this training gap through its executive short courses.

South Africa

Prof Anthoni Van Nieuwkerk informed participants that the P&DM at the University of Witwatersrand was going through a rebranding to become Wits School of Governance. This would lead to the introduction of new programs such as Security Studies and Crime and Criminal Justice among others. The hope was that these streams would have a gender dimension.

Prof Van Nieuwkerk informed the workshop that the annual training on Defence and Security for the defence force was progressing well. He also informed the meeting that South Africa was undertaking a Defence

Review and that the Draft review contained a chapter on Education and Training. However, the policy challenge would be 'how to deal with Gender Based Violence through education and training.'

Ms Siphokazi Magadla reiterated that the most serious challenge for gender and security in the region was the lack of serious studies on institutional culture of the security sector in southern Africa. Ms Magadla emphasized that there was need to go beyond the numerical representation thesis by motivating potential research that aimed at unearthing the deep seated practices that entrench marginalization in the security sector.

Swaziland

Dr Albert Lindsay informed the participants that the University of Swaziland had gender courses which were not connected to security. He attributed the dearth of focus on gender to a gendered politics that perpetrated marginalization from the top. He argued that patriarchy which was entrenched in patronage politics created opportunities for elite women who, unfortunately, were not using this privilege as a tool for greater empowerment of grassroots women. Nevertheless, the University of Swaziland successfully conducted a Security Sector Governance executive course in 2012 with the help of the Centre for Defence and Security Management (CDSM) at University of the Witwatersrand. The course received good reviews and there are requests from the security sector to have the course upgraded to a Certificate level.

Zambia

Prof Bizeck Phiri informed the meeting that both the Postgrad Diploma and Master of Arts in Defence and Security Studies had no specific gender focus. However, the University had a gender department whose students conducted research in gender and security. Prof Phiri further informed members that the Zambian Defence Force Staff College had some short training programs on gender specifically focusing on pre-deployment in peacekeeping ventures. He also noted that while ZDF had made strides over the years in training female soldiers, opportunities existed for more collaboration with the defence force in order to introduce gender and security programs through SADSEM.

Zimbabwe

Lieutenant Colonel Kingstone Kazambara reported that some security sector institutions in Zimbabwe had specific training courses in gender studies. For instance the Zimbabwe Defence Force's Staff College ran a gender course whose modules inter alia include gender and culture, gender and research, and gender in the business world. But the Centre for Defence Studies (CDS) at The University of Zimbabwe did not have specialized training courses in gender and security. He informed the meeting that efforts to include gender in defence and security training were made during the SSG course which was delivered in February 2013. However, gender was only discussed during plenary in the human security module. But a more comprehensive attempt was made in April 2013, when CDS and the Zimbabwe Peace and Security Project (ZPSP) collaborated in running a Gender and SST course for civil society actors. CDS

facilitated the design of the course which attracted regional experts from within SADSEM and from DCAF. Themes that were covered included gender and security frameworks, gender and SST, AU SSR/T policy framework and implications for gender, legal framework for gender, peace and security in Zimbabwe, and development of gender and SST action plans.

SESSION 2: MASCULINITY AND PROTECTION

This session sought to explore the prevailing narratives of masculinity in southern Africa in order to assess how much they offered an imperative for the protection of women and marginalized groups. In this regard, **Ms Emma Kaliya** of the Malawi Human Rights Resource Centre (MHRRC) offered an insightful analysis of masculinities in Africa and their implications for gender equality. In her presentation, Ms Kaliya argued that masculinity refers to the social attributes and ideas of how individuals gendered as men should see themselves. It is culture-driven and can be understood as a set of characteristics and behaviours ascribed to men. Masculinity prescribes behaviours, grounded in a traditional stereotypical conception of maleness. She argued that there is no single version of masculinity, since its constructions vary over time and across and within cultures.

Ms Kaliya observed that the word 'masculine' is in essence a script for men to follow that defines for them very specific things that need to be done in order to be attractive and desired by women, and also to become the envy of other men. These constructions of masculinity are predicated on marked gender hierarchies and values such as toughness, bravery and defence of honour that readily translate into risk-taking and a readiness to use violence in conflict or to assert power.

She also observed that the relationship between masculinity and femininity is generally one of polarization and exclusion. All social constructions are partially defined by what they exclude. Hence, dominant constructions of femininity and masculinity are partially constituted by what they push to the periphery. The male socialization process in many parts of the world has led some men to believe that women are second class citizens—unequal, less strong, less able and defined by their roles as caretakers, mothers, homemakers and wives. It is difficult to deconstruct the socialization process; to unlearn what has been viewed as innate. As such, although the vast majority of men do not attack or harass women, those who do are unlikely to think of themselves as deviant.

Men and boys are, in most cultures, socialized to be competitive, aggressive and dominant. Political and economic power are valued and rewarded. Physically and financially powerful men are viewed as desirable by women and enviable by other men. Strength, power, and intelligence are common traits that are associated with masculinity. A male's body is seen as a means through which to demonstrate power and authority (via muscle and strength), while a female's body is ideally small and delicate, which can be interpreted as weakness and a form of metaphorical invisibility. Physicality in masculinity is explicitly linked to social power. Thus, men's bodywork is used to signify men's overall prowess.

Ms Kaliya went on to discuss some common stereotypes regarding masculinities. She argued that stereotypical views of gender roles and widespread indifference among both men and women affect male participation in gender discussions and activities that promote greater gender justice. As a result of a belief in the inherent rightness of the current social order, men feel dismayed at the increasing emphasis on women and women's issues.

She further emphasized that men are not born violent but they become violent as a result of socialization systems rooted in beliefs and norms about what it means to be a man. Hence, working with men and boys can change these beliefs and norms and support men in rejecting violence. Societal norms and values change over time and conceptualizations and definitions of masculinities can and will change with them.

As a way forward, Ms Kaliya suggested a more critical reflection of masculinities in order to generate more analytical perspective on the subject. Some of the considerations include the following key dimensions;

- *Multiplicity:* recognize inter- and intra- cultural variations in constructions of masculinities. Furthermore, the historicism may also present variant narratives of masculinities.

- *Relations among masculinities:* consider the linked constructions of masculinity which may involve hierarchy and exclusion in the context of a gendered social structure.

- *Collectivity:* whether masculinities can be institutionalised in both formal and informal setups.

- *Social Learning:* whether masculinities are a product of complex social influences that are centred on grooming and mentorship in the most informal and spontaneous sense.

- *Change:* beyond role and norm conformity, masculinity may also be constructed through nonlinear developments that resonate with nonconformity. This is to underscore the fact that gender relations are historically dynamic and path breaking.

In conclusion, Ms Kaliya argued that men's gender troubles are reflective of the masculine socialisation, rather than a matter of choice. Hence, there was need to understand the political context(s) of these cultural constructions. Connections between gender, militarism and conflict merited serious study especially in cases where particular forms of masculinities and femininities mobilised men to fight and women to support men's fighting.

In this regard, it would be necessary to work with men as both agents and victims of patriarchy, and further create spaces in which men could heal from and take accountability for patriarchal oppression. This would call for policies and programs capable of accelerating and influencing positive change. She cited UNFPA (2005), which already provides a framework for such an approach by arguing that gender equality and violence against women would benefit from the support and involvement of males since "men themselves are increasingly challenging notions of masculinity that restrict their humanity, limit their participation in the lives of their children, and put themselves and their partners at risk."

In the discussion that followed, participants appreciated the need to contextualise this important presentation to the realities of conflict by reflecting on key areas of masculinities that resonated with the security discourses prevalent within the region.

SESSION 3: INTEGRATING GENDER IN THE MALAWI POLICE SERVICE

During this session, **Assistant Superintendent (ASP) Patricia Njawili** of the Malawi Police Service Gender Unit gave an interesting account of the state of gender in the Malawi Police Service. In her presentation, Patricia informed participants that the Malawi Police Service (MPS) was established in 1921 as a male force only. Police work was generally believed to be a man's job even after Independence in 1964. It was not until 1972 that the first recruitment of female police officers was undertaken. Currently, the population of police officers in Malawi is just over 10 000 in strength out of which 22 per cent are female officers. And out of this female population, only 17.6 per cent fill commanding positions. However, she observed that not much institutional transformation had been undertaken to make the environment suited for women employees. And despite some more recent changes, the organization is yet to have a gender responsive work environment. In general, attitudes over women officers are discriminatory in many ways. Majority of women

lack capacity to act assertively and this fuels sexual harassment in exchange for favours. She also noted that the MPS had deployed very few women to Peace Support Missions due to lack of necessary skills.

With respect to gender gaps in the MPS, ASP Njawili observed that almost all existing MPS Policies and training curricula for cadets and recruits did not contain chapters on gender. The human resource policy and the recently drafted training Policy are not gender responsive. And despite having a National Gender Equality Act 2013 which calls for institutional gender policies, the MPS does not have one and consequently, there is no formal budgetary support for gender programs at the MPS.

On a more positive note, however, ASP Njawili informed the participants that recent efforts towards gender–responsive policing have resulted in the establishment of the Malawi Police Women Network as a platform to spearhead gender mainstreaming. The establishment of Victim Support Units has also assisted in handling cases of Gender Based Violence. A gender assessment was also planned for October 2013 (with support from the United Nations) to determine the extent of gender disparities in the MPS. It was hoped that the findings would, subsequently, feed into the design of a needs-based gender mainstreaming program.

SESSIONS 4-8: GENDER REVIEW OF SADSEM's EXECUTIVE SHORT COURSES

In Sessions 4-8, participants undertook review of three SADSEM executive courses namely Gender and Security, Gender and Security Sector Governance, and Gender and Parliamentary Oversight of Defence and Security. Participants retreated into groups and later presented their feedback at plenary sessions which in turn consolidated the reviews.

a.   Gender and Security Course Outline

Mr George Mhango of Mzuzu University's Centre for Security Studies presented a draft Gender and Security course outline that was developed with technical assistance from DCAF. The course was responding to the need to bring gender centre stage in SADSEM's defence and security training by having a stand-alone course on gender and security. Mr Mhango introduced the course by outlining its structure and content which covered aims, target group, objectives, learning outcomes, teaching methodology, course length, course level, assessment criteria and course content.[1] Participants observed that the aim of the course should be refined in order to clearly indicate that the course is about gender and security. Hence, the phrase 'support the creation of equitable, participatory and accountable security sector' needed to be recast. The target group should be at three levels namely strategic, operational and tactical. This would require restructuring of the course material so that it effectively addressed the needs of the three target groups. An additional objective that would 'explore the dominant narratives on women and how to counter them' was also suggested.

Participants further suggested that the learning outcomes should be revisited to ensure that they are in harmony. For instance, the third learning outcome was not clear on what kind of tools were implied. It was also suggested that SADSEM should develop case studies tailored to the region. A proposal was made to consider Botswana and Namibia for good practice case study research. At this point, **Prof Bizeck Phiri** informed the workshop that DCAF was committed to sponsor the documentation of gender and security in the Zambian Defence Force and that plans for this research project were at an advanced stage. In the same vein, members further suggested that problem solving exercises should be relevant to the

---

[1] See Annexure 3 for the Draft Course outline on Gender and Security with the areas in need of revisions highlighted and with comments in blue italics.

southern African context. **Ms Siphokazi Magadla** added that a course of this nature would have to deal with the abstract questions of socialization. In the end **Prof Anthoni van Nieuwkerk** suggested that a working group should be composed with the purpose of reviewing the course outline in line with the proposed changes. The team comprised *Dr Antonio da Gaspar, Dr Gladys Mokhawa, Mr George Mhango, Ms Siphokazi Magadla, Ms Elizabeth Mutande Nyumbu Katukula, SADC Gender Unit, RPTC, and the SADC Organ directorate.* SADSEM Secretariat was asked to coordinate this working group.

a.   Gender and Security Sector Governance Training Module

Ms Elizabeth Mutande Nyumbu Katukula presented a draft training module on Gender and Security Sector Governance whose focus was to build expertise in government departments across SADC states with capacities to improve gender mainstreaming.[1] Ms Katukula outlined the aims of the module, its objectives, learning outcomes and content of the module. She further explained that the target group of the module was senior officers and officials in SADC government departments. Participants observed that the module must be transformed into a comprehensive toolkit which could be used for training trainers in gender and security within SADSEM. But there was need to ensure that the toolkit was original and contextually relevant. This, in turn, would call for a strict adherence to language, sensitivity and a focus on African literature on gender and security. Background research also had to be done to document case studies from within the region, and DCAF may be contacted to assist with technical input.

Major Anne-Mary Shigwedha drew attention of the participants to the UN ECOSOC (1997) definition of gender mainstreaming as "the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality." **Prof Bizeck Phiri** emphasized that SADSEM would have to ensure that the toolkit provided incentives and possibilities of creating an environment that made achievement of this 'ultimate goal' possible. Therefore, it was agreed that SADSEM should commission a team of experts to come up with a comprehensive toolkit. The SADSEM secretariat was asked to cast its net wide by contacting other gender experts within the southern African region to assist with the exercise.

b.   Gender and Parliamentary Oversight of Defence and Security Training Module

During this session, **Ms Ancilla Nyirenda** of the Centre for Defence and Security Management (CDSM) at the University of the Witwatersrand presented a draft training module of Gender and Parliamentary Oversight of Defence and Security which SADSEM developed with technical input from DCAF. This 90 minutes module was developed to be part of the SADSEM executive course in Parliamentary Oversight of Defence and Security that is regularly offered to the security sector in SADC countries. And Ms Nyirenda outlined the module's objectives, learning outcomes, teaching methodology, duration, assessment method, content and reading materials.[2] Participants endorsed the module and further observed that the module would also be applicable to the Gender and Security Course, especially on Topic Five. However, it was observed that case studies would not fit the

---

[1] See Annexure 4 for the module/toolkit and the proposed revisions
[2] See Annexure 5 for the draft training module with suggested changes highlighted additional notes in blue.

nature of the module as they required more time to administer. In terms of timing, it would be ideal to introduce the module towards the end of the executive short course on Parliamentary Oversight of the Defence and Security. And considering the sensitivity of gender in the security sector, there was need to ensure that such a module is entrusted to very experienced facilitators within the SADSEM network to encourage buy-in from all stakeholders. And with respect to assessment, there was a need to be modest about the expected impact of the module. Since this was only a 90 minutes module, it would be difficult to assess change in behaviour. Regarding resources, it was observed that there was no need for textbooks since the module was already part of a complete course package. Alternatively, hand-outs informed by African literature such as Cheryl Hendricks' Gender Mapping in SADC would be useful.

SESSION 9: CONSOLIDATION AND THE WAY FORWARD

In this session, **Dr Motlamelle Kapa** led the participants to reflect on what the review process had achieved and also consider the gaps that remained. It was observed that while the Gender and Security course was endorsed, there was need for the working group to quickly address the observations that participants made during the workshop. Similarly, the working group was also tasked to review the comments on the Gender and Security Sector Governance training toolkit and recommend to SADSEM on how the process of developing the toolkit could be undertaken. The SADSEM secretariat was asked to lead this process.

Participants further suggested that SADSEM should recommend to DCAF the need to sponsor a SADC/DCAF Guide for Southern African Parliamentarians, which would draw on in-depth country assessments undertaken by competent academics in the region. It was also suggested that SADSEM should expand its strategic partnership to include Gender Links and the RPTC as these institutions would serve as beneficiaries of these defence and security training programs.

Key issues that the workshop unearthed and merited further reflection in future reviews included the following. First, SADSEM needed to conduct research on institutional culture in order to appreciate how political, economic, cultural, social and legal factors interact to construct dominant narratives of inclusion and exclusion in formal and informal institutions of the SADC sub-region. This would be possible if SADSEM partnered with like-minded institutions within the region. Second, it was observed that there were still serious gaps in the documentation of narratives of gender based violence in the sub-region, and that SADSEM could claim this space by conducting relevant research that would translate into reference materials for its defence and security training programs.

CONCLUDING SESSION

In closing, **Prof Bizeck Phiri** hailed the workshop as an important milestone in the development of more context-specific and client oriented defence and security training programs in southern Africa. He went on to appreciate all participants for their invaluable contributions during the workshop. He encouraged the working group to keenly follow all the comments that were made during the review process and act with speed in consolidating the Gender and Security course outline and the Toolkit on Gender and Security Sector Governance. He noted that this exercise required a high degree of commitment from the working group, and he remained hopeful and confident that the group would do a good job. He also called upon all members to be available and respond to the requests that the working group would be making in their assignments. And on behalf of all participants, he thanked the SADSEM secretariat at CSS Mzuzu University for a job well done in hosting the workshop and handling all administrative issues professionally.

On his part, **Brigadier General Misheck Chirwa (rtd)** thanked all participants for coming to the workshop and for contributing to the success of SADSEM programs. He encouraged members to visit the SADSEM website (www.sadsem.org) and send updates of their activities. He also suggested that there was need to create a gender and security link on the SADSEM website which could serve as a portal for all activities that related to the subject that are taking place within the region. He concluded by expressing the need for SADSEM to continue developing strategic partnerships with like-minded institutions within the region.

ANNEXURE 1: LIST OF PARTICIPANTS

COUNTRY	PARTICIPANT	ORGANISATION
Angola	Mr Jorge Cardoso	Centro de Estudos Estrategicos de Angola (CEEA)
Botswana	Prof Mpho Molomo	Centre for Strategic Studies, University of Botswana
	Dr Gladys Mokhawa	Centre for Strategic Studies, University of Botswana
Lesotho	Dr Motlamelle Anthony Kapa	Political and Administrative Studies, National University of Lesotho
Malawi	Brig-Gen. Misheck Chirwa	Centre for Security Studies, Mzuzu University
	Mr George Abel Mhango	Centre for Security Studies, Mzuzu University
	Ms Judith Mwandumba	History Department, Mzuzu University
	Mr Crispin Mphande	History Department, Mzuzu University
	Mr Harvey Banda	History Department, Mzuzu University
Mozambique	Dr Antonio da Gaspar	Centre for Strategic and International Studies, High Institute for International Relations (ISRI)
Namibia	Dr Matomola Vincent Mwange	Namibian Ministry of Defence
	Maj Anne-Mary Akeshe Shigwedha	Namibian Defence Force
South Africa	Prof Anthoni Van Nieuwkerk	Centre for Defence and Security Management, University of the Witwatersrand
	Ms. Ancilla Nyirenda	Centre for Defence and Security Management, University of the Witwatersrand
	Ms. Siphokazi Magadla	Rhodes University
Zambia	Prof Bizeck Phiri	School of Humanities and Social Science, University of Zambia
	Ms. Elizabeth Mutande Nyumbu Katukula	Zambian Ministry of Defence
Zimbabwe	Lt Col Kingstone Kazambara	Centre for Defence Studies, University of Zimbabwe
	Mr Nyasha Masiwa	Zimbabwe Peace and Security Program (ZPSP)

SADSEM

Gender Review of Executive Short Courses

ANNEXURE 2: WORKSHOP PROGRAM

ARRIVAL	**MONDAY, 26 AUGUST 2013**
Afternoon:	Participants arrive, and check in at the Golden Peacock Hotel
17:45	Shuttle leaves for Four Seasons restaurant, Lilongwe
18:45	Welcome Dinner at Four Seasons Restaurant, Lilongwe

DAY ONE	**TUESDAY, 27 AUGUST 2013**
	(Chairperson: Dr Matomola Mwange)
08:30	**Registration**
08:45	**Opening Remarks and Workshop overview**
	Brigadier – Gen Misheck Chirwa (rtd), *SADSEM Coordinator*
09:00	**Group photograph**
09:15	**Session One: Experiences of Gender and Security Training within SADSEM**
10:00	**Tea/Coffee Break**
10:30	**Session Two: Masculinity and Protection**
	Ms Emma Kaliya, *Malawi Human Rights Resource Centre*
11:00	**Session Three: Practical Experiences on Integrating**
	Gender into Security/Defence Training
	Assistant Superintendent Patricia Njawili, *Gender Unit of the Malawi Police Service.*
11:30	**Session Four: Review of Draft Gender and Security Executive Course Outline**
	Mzuzu University
12:00	**Group Discussions**
12:30	**Lunch Break**
13:30	**Feedback from Groups**
14:00	**Session Five: Consolidation and way forward on**
	Gender and Security Executive Course;
	Ms Siphokazi Magadla, *Rhodes University*
	Dr Antonio da Gaspar, *ISRI - Maputo*
14:30	**Session Six: Review of Draft Gender and Security Sector Governance Training Module**
	Ms Elizabeth Mutande Nyumbu Katukula, *Gender Unit of the Zambian Ministry of Defence*

| 14:50 | Group Discussions |
| 15:30 | Feedback from Groups |

| 16:00 | **Tea/Coffee Break** |

| 17:30 | **End of day one** |

DAY TWO	**WEDNESDAY, 28 AUGUST 2013**
	(Chairperson: Gladys Mokhawa)
08:30	**Recap of Day One**
	Mr George Mhango – Rapporteur, *Mzuzu University*

08:40	**Session Seven: Consolidation and way forward on Security Sector Governance and Gender Training Module**
	Major Anne-Mary Shigwedha, *Namibia Defence Force*
	Dr Albert Domson Lindsay, *University of Swaziland*

09:00	**Session Eight: Review of Draft Gender and Parliamentary Oversight of Defence and Security Training Module**
	Ms Ancilla Nyirenda, *University of the Witwatersrand*
	Discussant: Prof. Anthon Van Nieuwkerk, *University of the Witwatersrand*
09:20	**Group Discussions**

| 10:00 | **Tea/Coffee Break** |

| 10:20 | Feedback from Participants |

| 10:50 | **Session Nine: Consolidation and way forward on Draft Gender and Parliamentary Oversight of Defence and Security Training Module** |
| | Dr M.A Kapa, *National University of Lesotho* |

11:30	**Closing Session**
	Prof Bizeck Phiri
	Brigadier – Gen Misheck Chirwa (rtd)

| 12:00 | **Lunch** |

13:00	Participants leave for a field tour of the Malawi Armed Forces College
16:30	Participants return to Lilongwe
17:30	End of Workshop

| **DEPARTURE** | **THURSDAY, 29TH AUGUST 2013** |
| 08:00 – 10:30 | **Participants depart Lilongwe** |

ANNEXURE 3: GENDER AND SECURITY COURSE OUTLINE *(WITH COMMENTS FROM WORKSHOP)*

Aim	The aim of this course is to support the creation of equitable, participatory and accountable security sector institutions across SADC states. *(must be revised)*
Target group	Option 1: Mid-level (or senior?) security sector personnel in SADC countries, including representatives from the police, intelligence, prisons, justice, customs and immigration as well as those responsible for oversight including parliamentarians, government ministry officials and civil society, including academics and media. Option 2: National armed forces and ministry of defence personnel in SADC countries, including those responsible for human resources, policy development, training and internal oversight. Other options? *(must be revised in keeping with the three target groups i.e strategic, operational and tactical levels)*
Objectives	The objectives of this course are to: - Build the knowledge of participants on gender and the security sector in particular in the SADC region. - Increase understanding of relevant international, continental, regional and national policy and legal frameworks. - Share international, regional and national good practices of how to create equitable, participatory and accountable security sector institutions. - Enhance the skills of participants to integrate gender into security sector institutions - *To expose the dominant narratives on women and how to counter them*
Learning outcomes	- Define gender and its relevance to the security sector. - Understand and apply relevant international, continental, regional and national laws and policies related to gender and security. - Apply tools in order to integrate gender into security sector institutions and oversight bodies.
Teaching methodology	The course is based on an experiential and integrative learning approach, focusing on development of skills required to manage and make decisions in relation to gender and the security sector. Extensive use is made of case studies and problem solving exercises. Participants will be expected to devote time to group interaction and the exchange of experience. This approach is designed to: • Enable participants to contribute actively to the course by applying their practical and professional experience to the learning process. • Assist participants to identify their own learning needs and pursue learning opportunities that will strengthen their development.

	As gender and security is a controversial topic, the course will be designed to provide extra space for discussion and practical application, as well as making full usage of adult learning methods.
Course length	The course runs for between three and five days. Total contact (teaching) time – 18-30 hours Total self-study time – *to be determined by trainer* Examination/assessment preparation – *to be determined by trainer* Total study hours (contact and non-contact) – *to be trained by trainer*
Course level	- *Need to clearly state how the three levels that course targets will be handled*
Assessment criteria	Leads to Certificate of Attendance – no formal assessment. A certificate of attendance is issued to participants who receive feedback on tasks performed during the course. Participant knowledge, attitude and skills will however be informally assessed through the distribution of training needs assessments prior to the course, on-going assessment of participant's during interactive exercises and a course evaluation questionnaire to be filled out at the end of the course.
Course content	**1. Concepts of gender and security** Interactive exercise on the definition of gender (using a line exercise or gender stereotype exercise). Overview of different policy definitions of gender and the linkages to security and the security sector. Exploring the linkages between gender and culture as well as gender roles and how they change over time/within culture. Emphasis on how gender relates to men and women, rather than being a "women's issue." *Should also explore intra-gender relations* **2. Relevance of gender to the security sector** Presentation including concrete examples, mini case studies, video clips and brainstorming on the importance of taking into account gender in the security sector, including the consequences of not involving men and women in decision-making or of not addressing issues of sexual exploitation/abuse/harassment. Exercise including plenary brainstorming of stereotypes about women and men in the armed forces, and then in small groups drafting short statements to effectively counteract these stereotypes. **3. International, continental, regional, national and institutional policies related to gender and security** Presentations, quiz and case study on application of policies including: International – CEDAW, Beijing, United Nations Security Council Resolutions on women, peace and security Continental – AU SSR Strategy, AU protocol on the rights of women in Africa, AU Solemn Declaration of Gender Equality in Africa Regional – SADC Gender and Development Declaration, SADC Gender Policy, SADC draft security and gender policy framework National and institutional – depends on country context

	4. Current status of gender mainstreaming in SADC security sector
	Overview of gender mainstreaming in SADC security sector, including at the levels of policy, representation of women and men, programming on gender-based violence, external and internal oversight – drawing from the SADC Gender Barometer 2012. Challenges and gaps in current efforts to create equitable, participatory and accountable security sector institutions. Case study of one SADC country, for instance South Africa or Namibia.
	Examples of innovative good practices in integrating gender into the security sector at an international, regional and national level.
	5. Integrating gender into security sector oversight, policy-making and training OR human resources, policy development, training and internal oversight (depends on target group) – case studies
	Interactive presentation on key strategies and tools for integrating gender into the security sector/armed forces. Practical focus on developing policy analysis, training and/or structural development skills. Exercises on resistance and how to address it. Final comprehensive case study exercise applying practical skills as well as theoretical background.
	SADSEM should develop case studies and problem solving exercises which are relevant to the region.

ANNEXURE 4: GENDER AND SECURITY SECTOR GOVERNANCE – MODULE (DRAFT)

(TO BE RE-DESIGNED INTO A TOOLKIT FOR TRAINING TRAINERS)

AIM

This toolkit aims to build expertise in gender in the security sector within the SADC region with the capacities to understand and improve mainstreaming. The toolkit seeks to fulfil the demand for training that cultivates thinking about and paying attention to the structural changes and institutional practices that need revision.

TARGET GROUP

Senior officers and officials in SADC government departments in the security sector and those involved in governance and oversight including universities and research agencies. Training requirement encourages equal representation of men and women.

OBJECTIVES

The toolkit aims to assist trainers to;

- Have an improved understanding of concepts on gender and how they are applicable in the defence and security sector.
- Contribute to mainstreaming of gender in the defence and security sector in SADC countries through the use of the gender lens in order to foster equitable sector development.

LEARNING OUTCOMES

A problem solving teaching methodology on key themes in gender will enable trainers to:

- Identify threats and opportunities presented by the politics of gender since roles, responsibilities, needs, issues, relations may be common as well as different, competing or in conflict.
- Integrate gender concerns and issues into departmental and institutional action plans.
- Merge the aspect of women and gender to prevent the gender mainstreaming approach from becoming superficial process.
- Enhance the sustainability of gender mainstreaming processes by integrating gender equity and equality as part of organisational culture.

The learning outcomes should reflect expectations from a trainer's perspective.

_____

1. **Conceptualising Gender and Sex**

What is gender? The concepts gender and sex should be interrogated by relating them closely to the issue of identity versus symbolism and performativity. The process of socialisation should be discussed to understand gender roles, examples of gender roles and characteristics of gender roles. In addition, sex roles, examples and characteristics of sex roles should be discussed as these are linked to gender roles and have an impact on gender and development. There is need to highlight the concept of gender blindness and gender awareness taking into account relevant theories regarding women and gender in development.

_____

2. **Gender Issues affecting Men and Women in the Security Sector.**

Gender issues should be discussed within the framework of security sector institutions. Sexual division of labour, causes of sexual division of labour, effects of sexual division of labour be closely linked to gender, education and training. Access to education and training, planning education and training curricula both in the academic world and in military and police/security academies. Interventions put in place to promote women's training and progression in the security sector

should be highlighted. National, regional, continental and global positions can be used as examples. Interventions are also directed by gender and human rights shaped by dual legalism, customary law and have implications for women.

_____

1. Gender Mainstreaming as a Strategy for Change

Why gender mainstreaming? The Concept gender mainstreaming should be defined and discussed. Gender analysis of the security sector environment should be done in order to identify opportunities which should be targeted during the gender mainstreaming. Key policies and protocols on gender can be referred to. Expectations of gender mainstreaming should be outlined in relation to outcomes of gender mainstreaming and plan of action should be developed. Methods of mainstreaming gender into departments/institutions should be discussed. Dealing with resistance, consensus building are key components of the mainstreaming process therefore, should be discussed.

_____

2. Strategies to Institute a Gender Mainstreaming Policy

Concepts of gender planning, gender budgeting, equity, equality, audit should be well defined in order to effectively carry out a gender needs assessment and develop strategies for gender mainstreaming policy. Strategies/actions and timelines be indicated. This also entails examining gender related organisational positions/ machinery/mechanisms and practices. Procedures in defence/security institutions should be considered in gender planning at different levels and gender budgeting should be developed to support the process. Identifying outcomes of gender mainstreaming, introducing gender training for attitudinal and institutional change, establishing gender related institutional mechanisms and practices.

━━━

3. Sustaining a Gender Sensitive Institutional Culture

Concepts of institutional culture and gender sensitive institutional culture should be discussed. Gender equity/equality targets and indicators should be outlined for consistent follow ups. Dealing with micro-politics, facing the backlash and action planning are crucial to this process. This also calls for mainstreaming gender beyond policy and practice by weighing outputs against outcomes and seeing what has not/is not working.

References:

Maithree Wickramasinghe, Training Module: Introduction to Gender Mainstreaming in Universities: Prepared for the Association of Commonwealth Universities.

Richard D Hooker, JR, Affirmative Action and Combat Exclusion: Gender Roles in the US Army

United Nations Development Program (2001) Gender and Development Program, Learning and Information Pack Gender Analysis.

ANNEXURE 5: GENDER AND PARLIAMENTARY OVERSIGHT OF DEFENCE AND SECURITY – DRAFT MODULE *(WITH COMMENTS FROM WORKSHOP)*

Objective	Enhance the capacity of national parliaments in SADC countries to oversee defence and security functions in a gender-responsive manner.
Learning outcomes	Define gender and its relevance to parliamentary oversight of defence and security. Apply parliamentary tools in order to integrate gender into oversight of defence and security.
Teaching methodology	Adult learning methods, including interactive exercises such as brainstorming and case studies to encourage problem-solving skills mixed with presentations for knowledge transfer.
Module length/placement	90 minutes, preferably at the end of the first day or beginning of the second day of training, works well to re-emphasize the key oversight functions of parliament.
Assessment method	Assess the result of the case study, with regard to changes in attitude or knowledge in comparison with the first brainstorming exercise. Assess the training module through questions in the training evaluation about this session.
Resources to distribute	Gretchen Bauer and Hannan E. Britton,"Women in African Parliaments: A Continental Shift? *Women in African Parliaments* (USA: Lynne Rienner Publishers, 2006) pp 1-30. Faranaaz Parker, "No Place for Complacency in Gender Equity", 8 December 2010, http://www.mg.co.za/article/2010-12-08-no-place-for-complacency-in-gender-equity Kristin Valasek, "Gender and parliamentary oversight" *Parliamentary oversight of the security sector: ECOWAS Parliament-DCAF guide for West African parliamentarians* (Nigeria: DCAF, ECOWAS, 2011). Include Cheryl Hendricks' *SADC Gender Mapping*

Timing	Content	Method	Materials
5	*Introduction to session* - Learning outcomes - Module overview	Presentation	PPT
5	*Linking gender and parliamentary oversight* - Free association by participants in response to the question: What comes to mind when you hear gender and parliamentary oversight of security and defence?	Brainstorming	Flip chart paper and pen
15	*What is gender?* - Option 1: Line exercise (see attached description) - Option 2: Icebreaker: gender stereotypes (see attached description) - Close with PPT slides including SADC and AU definitions of gender and state that despite there being different definitions, there are commonalities in the understanding of gender, ie. that it addresses men, women, girls and boys; socially and culturally constructed; changes with time and within culture…	Exercise	Option 1: tape and space in room, PPT Option 2: flip chart paper and pen, PPT

20	*Why is gender relevant to parliamentary oversight of defence and security?*	Presentation	PPT
	Addressing the different security threats and needs of women, men, boys and girls		
	As men, women, boys and girls face different forms of insecurity, ranging from domestic violence to gun and gang violence, parliamentarians have a key role to play in ensuring that these insecurities are prevented and addressed, including through developing and passing policies/laws, reviewing budgets and monitoring security sector institutions.		
	Creating equitable security sector institutions		
	Security sector institutions themselves, such as the police and armed forces, need to be supported in their efforts to create a healthy workplace environment free from discrimination, harassment and violence as well as striving for equal representation amongst their staff. Parliamentarians can play a pivotal role in passing laws, requesting statistics and launching investigations to address workplace environment and increase the representation of women.		
	Equal access to security and defence decision-making		
	Involving both women and men in the process of security sector oversight helps ensure legitimacy and comprehensiveness. Even though several Southern African parliaments have more than 30% women in parliament, the number of women on parliamentary committees related to defence and security tend to be much lower. Involving female parliamentarians, as well as consulting with women's civil society organizations and male and female constituents, in decision-making on defence and security issues is a crucial step towards equity.		
	Implementation of international, regional and national laws and policies related to gender, women, defence and security		
	In order to comply with UN, AU and SADC instruments as well as national laws, both women and men should be involved in decision-making on defence and security issues and security/defence legislation and policies should be gender-sensitive.		
40	*How can gender be integrated into parliamentary oversight of defence and security?*	PPT introduction, case study exercise and feedback	Case study handouts, flip chart papers and pen, PPT
	Development and evaluation of security and defence policies and legislation		
	Including consultations with male and female constituents, calling for a national dialogue, holding an open debate or hearing,		

	involving the media, commissioning research on gender and security/defence, consulting gender experts, ensuring the policy/legislation is in line with intl/regional and national policies related to gender, using gender-sensitive language, etc. **Oversight of security sector institutions** Including through requesting independent evaluations on women's participation or sexual harassment or other key issues, requesting and making publically available statistical data related to men and women in the security sector, reviewing security/defence policies to ensure gender responsiveness, establishing a parliamentary inquiry or hearing, instituting or reviewing independent oversight mechanisms, onsite visits, etc. **Equitable budgeting and resource management** Including through ear-marking funding towards gender training, implementation of sexual harassment policies, establishing domestic violence units, etc.; ensuring that procurement includes uniforms and equipment that fit female personnel; requesting a gender-aware budget statement or sex-disaggregated beneficiary statement or a gender budget review, etc. **Equal representation of men and women in security and defence decision-making** Including through increasing the number of women on related parliamentary committees and involving women's civil society organizations and male and female constituents, as well as women's parliamentary caucus, in security/defence decision-making. Here mention statistics from the SADC region on women and men's participation in parliament. **Case studies** – one on each aspect to be developed based on a Southern African context and worked on in small groups		
5	**Summary and take away points**	Presentation	PPT slides, hardcopy materials

SADSEM

Southern African Defence & Security Management Network